

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

A-Little-Extra-Help Tutoring Services

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Unsatisfactory	Lesson matches original description	Approaching/Meeting Standard (2.5)	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Approaching/Meeting Standard (2.5)	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Unsatisfactory	Instructor is appropriately knowledgeable	Approaching/Meeting Standard (2.5)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 2:1, 1:1	Meeting Standard (3)		

ACTION NEEDED:

- Corrective action plans were submitted to address issues identified in the Tutor Qualifications and Progress Reporting sections.
- For 2008-2009, note the recommendations in the Assessment and Individual Program Design section.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: A-Little-Extra-Help Tutoring Services
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 4/25/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>BOTH of the following:</p> <ul style="list-style-type: none"> -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>) 	<ul style="list-style-type: none"> • Tutor resumes and/or applications • Tutor contract • Professional development content • Tutor manual 	X		<ul style="list-style-type: none"> • Approved application indicates that individuals will have at least Bachelor's degrees. Resumes submitted for some tutors indicate that they have at least Bachelor's degrees. • Tutor contract indicates that tutors must have appropriate college degree. • Two tutors did not have Bachelor's degrees. Provider submitted corrective action to ensure that only individuals with at least Bachelor's degrees will be hired. • Tutors participate in two professional development sessions, as well as being required to read the tutor packet. Tutor packet includes information about administrative requirements, as well as slides from the IDOE provider workbook. • Professional development I includes information about tutoring techniques, learning styles, behavior management, etc. Professional development II includes information about techniques, listening skills, and group vs. individual tutoring. • All tutors must sign off that they have read tutor packet and have participated in Professional Development I and II. Sign-in sheet was provided.
	TWO of the following:	<ul style="list-style-type: none"> • Tutor recruitment 		X	<ul style="list-style-type: none"> • Program description for parents indicates eligibility information, how to sign up,

Recruiting materials	-Advertising or recruitment fliers -Incentives policy -Program description for parents	flyer • Description of incentives			and location of tutoring, as well as history of the organization. • Incentives policy meets IDOE incentives policy for 2007-2008.
Academic Program	ONE of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <i>In addition to:</i> ONE of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	• Lesson plans • Connections to academic standards • Materials used during lessons observed		X	• Lesson plan for 3 rd grade student matches that observed. The lesson identifies individual skills to work on, leading up to writing a descriptive piece. Additional lesson plans cover skills identified in the student's individual learning plan and appear to reflect lesson descriptions in the provider's originally approved application. • Each lesson plan identifies academic standard covered. • Lesson plan for 1 st grade students covered math activities (story problems) and geometric shapes. • Lesson plans submitted appear to reflect program approved in the provider's original application.
Progress Reporting	ALL of the following: -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	• Progress reports • Confirmation of receipt of progress reports • Timeline for sending progress reports • SES contract • SES agreements	X		• Progress reports do not include all items listed on the IDOE Progress Report checklist sent to all providers in December of 2007. Progress reports are missing the following information: <ul style="list-style-type: none"> • Name of student's school; • List of student goals from the SES agreement/individual learning plan (currently, goals listed are actually just skills; these need to be listed in terms of goals—e.g., “student will master subtraction facts as measured by an increase of 2 points on the such-and-such assessment”) • Student strengths and areas of improvement (currently, report lists information about progress and what has been worked on but does not specifically identify strengths and areas of improvement). • Assessment results • A written statement that recommendations regarding how the

					<p>report can be improved can be made by calling or e-mailing provider.</p> <ul style="list-style-type: none"> • Provider submitted corrective action to address progress report issues. • District survey indicates that progress reports have been sent in a timely manner. • Signatures of selected parents further indicate that progress reports have been sent monthly, as per the contract and application. • Progress reports are reflective of information on student learning plans (i.e., student progress reports indicate that students are appropriately working on skills identified in their individual learning plans).
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> • Explanation of process for developing individual learning plans • Pre-assessment scores and individual learning plans • Evidence of correlation between assessment and Indiana standards 		X	<ul style="list-style-type: none"> • Individual learning plans are designed using the Steck-Vaughn assessment and teacher and parent feedback. Description of process for designing individual learning plans matches description in originally approved provider application. • Individual learning plans identify specific skills and standards in reading, language arts, and math that students are to cover in their tutoring sessions. Individual learning plans also include an overview of what students are expected to accomplish during their tutoring sessions. • It is recommended that skills on individual learning plans be written in the form of goal statements (e.g., "the student will increase understanding of the relationship among numbers, quantities, and place value in whole numbers as demonstrated by an increase of 6 points on the Steck-Vaughn assessment", etc.). or that the overall student goal (e.g., "the student will demonstrate a gain of __ points in the math computation section of the Steck-Vaughn assessment after 30 hours of

					<p>tutoring”, etc.)</p> <ul style="list-style-type: none"> • It is recommended that any changes to the learning plan be documented on the learning plan itself. • Steck-Vaughn assessment covers a variety of Indiana academic standards. Specific correlations were given for the 6th grade assessment. • Individual learning plans provided reflect information from the teacher feedback form.
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On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: A-Little-Extra-Help Tutoring Services

SITE: 1112 S. Villa Drive, Suite B

Evansville, IN 47714

TUTOR'S INITIALS (ALL TUTORS OBSERVED): J.D., G.E.

NUMBER OF LESSONS OBSERVED: 2

DATE: 4/14/08

REVIEWERS: MC, ST

TIME OF OBSERVATION: 4:15PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving "1 or 2 points" on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		One tutor worked first with students on shapes. When shown a shape, the students had to name which shape it was. Then students were given worksheets and were told to color each shape a particular color. Students then worked independently on the worksheets. The other tutor read a descriptive story with a student and asked comprehension questions about the story. After finishing the comprehension questions, they began working on topic sentences and paragraphs to prepare for writing. The tutor and student read a descriptive essay, and the student was told to figure out whether the author stuck to the topic. The student then began working on writing a descriptive essay. Various individual and collective skills were covered in the lesson. In the other group, students primarily worked on workbook pages with the help of the tutor. However, not a lot of instruction was given to students to help them understand why they were working on the particular workbook pages selected for them, nor to help them understand how what they were doing connected to other skills or would build on skills they had already acquired or would work on later. The application indicates that skills will be taught individually and collectively and that tutors will have the ability to make adjustments as necessary. The lesson in the first group appeared to follow this description very closely. In the lesson in the second group, while certainly allowing for adjustments by the tutor, because not a lot of overview was given nor a lot of instructional methods were utilized, it was not clear how the skills that were being covered individually would come together collectively to address the skills identified on the students' individual learning plans.

Instruction is clear			X		In the first group, the student appeared to have a clear idea why certain activities were being conducted, because the tutor made a point of introducing the skills to be covered in each activity, as well as helping the student understand how the activities connected to larger skill sets, such as the writing process and reading comprehension. The tutor worked on individual skills first and then tied the individual skills together so that the student understood the purpose of each activity. In the second group, while the students seemed to understand what they were supposed to do (a variety of activities using workbook pages), it did not always seem clear to them why they were working on the particular workbook page, nor how the skills they were practicing on the workbook pages were connected to each other or to larger concepts. In some cases, it seemed that workbook pages were just randomly selected from the workbook for students to work on.
Time on task is appropriate			X		In one lesson, the student was kept on task by the tutor while working on the activities. The student seemed to enjoy the lesson and the tutor seemed to select reading topics that were of interest for the student. The student remained focused for the duration of the lesson period that was observed. In the other group, students generally remained on task and seemed to enjoy what they were working on. The tutor gave the students stickers when they finished an activity. However, sometimes the stickers almost became a distraction for students, as the tutor would stop the lesson multiple times to give students stickers. Sometimes after getting their stickers, it took a few minutes for them to get back on task.
Instructor is appropriately knowledgeable			X		In both groups, tutors had individual learning plans for students. In one group, the tutor seemed very aware of the student's individual learning plan and was doing a lesson on skills that had been identified on the individual learning plan. The lesson was organized around the skills and included pre-writing, main ideas, and topic sentences. The tutor utilized multiple techniques to engage the student, as well as using prompts and helping the student access prior knowledge to work through the lesson. In the other group, it was not as clear why students were working on the activities selected for them. At first, students were working on identifying shapes, although their individual learning plans did not have any math listed. After finishing that activity, students continued with other workbook pages—it appeared they were coloring site words and doing a word search. However, not a lot of instruction was given to students to help them understand why they were working on those particular workbook pages, nor was instruction provided to help them connect the workbook activities to prior knowledge. Instruction was primarily limited to telling students how to complete the worksheet, giving a student the correct answer, or helping the student come up with the correct answer. When helping students complete the workbook page activities, the tutor occasionally tried to use prompts to help them come up with the right answers, but often had to end up just giving students the answers (in one case because the workbook page seemed too difficult for the student).
Student/instructor ratio: 2:1, 1:1			X		Ratio matches description in amended application.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: A-Little-Extra-Help Tutoring Services
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 4/25/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> Background checks submitted for every employee, conducted the day the individual submitted an application or soon after . 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> Student release policy Evacuation procedures Emergency procedures 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> Documentation of liability insurance Tax return for two years 	X	